

Facilitation in Education



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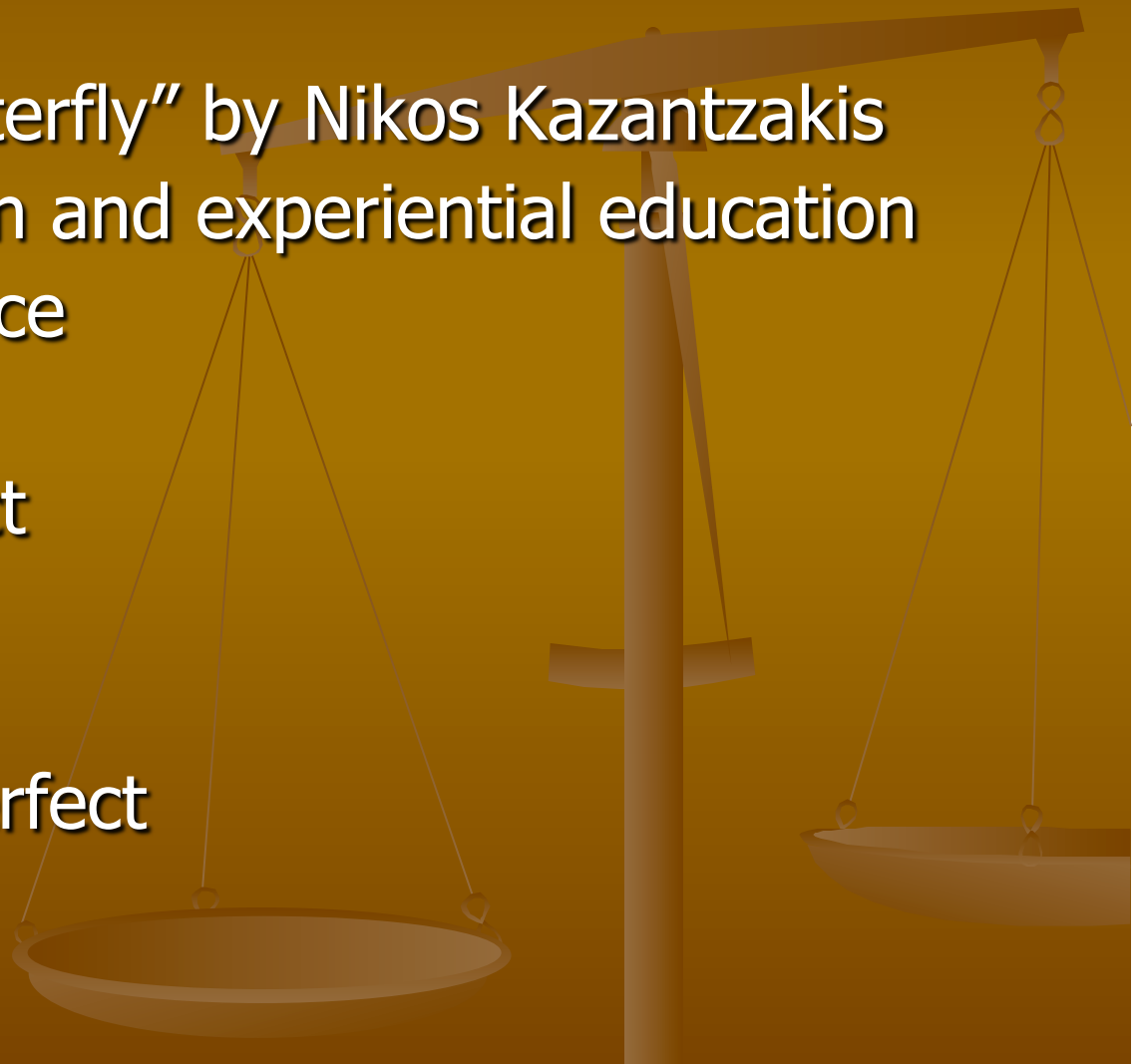
Nevada Department of Education

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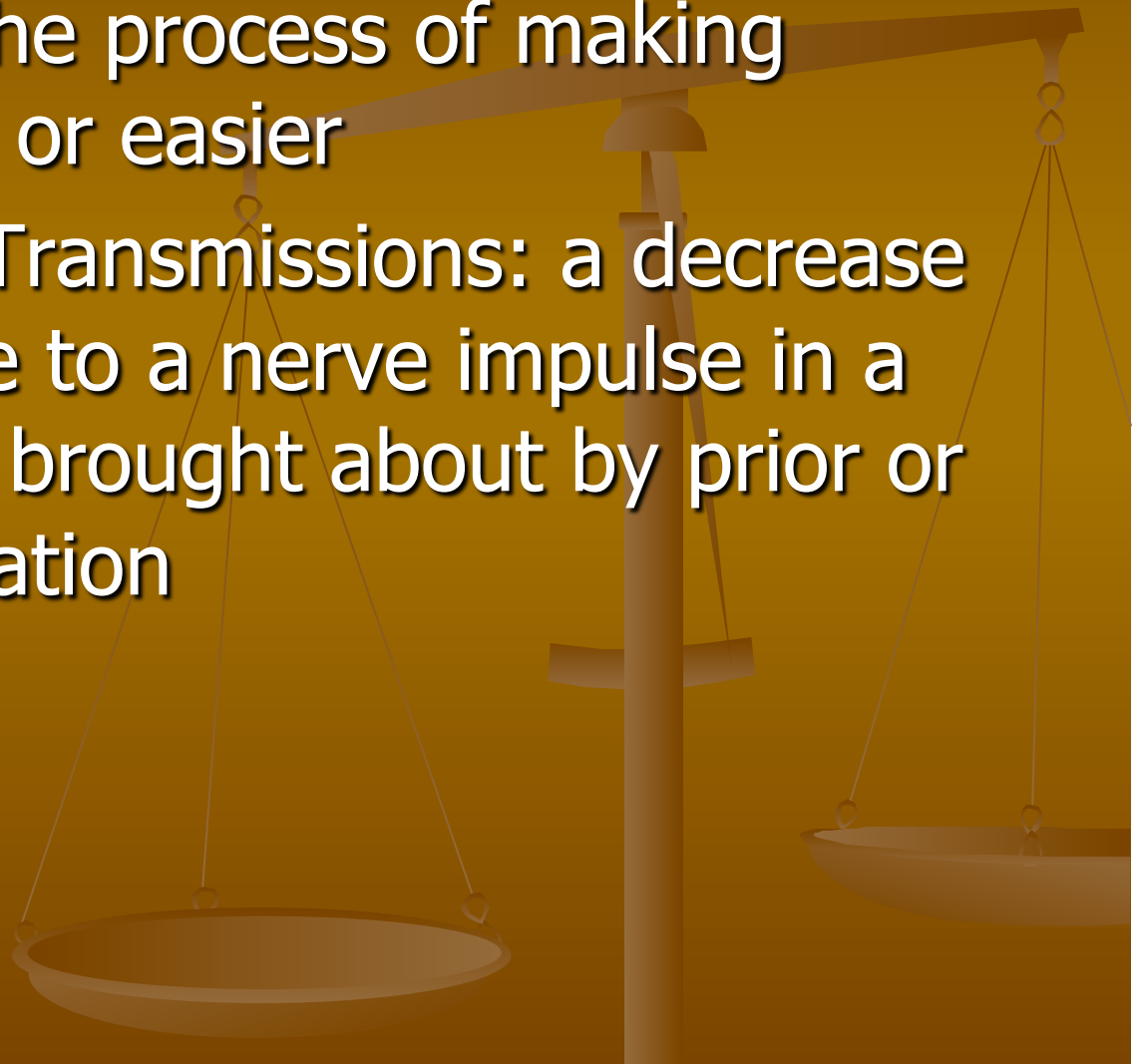
Agenda

- The Name Game
- Reading “The Butterfly” by Nikos Kazantzakis
- Intro to Facilitation and experiential education
- Challenge by Choice
- Sequencing
- Full-Value Contract
- Group Process
- Calling Group
- Practice makes Perfect



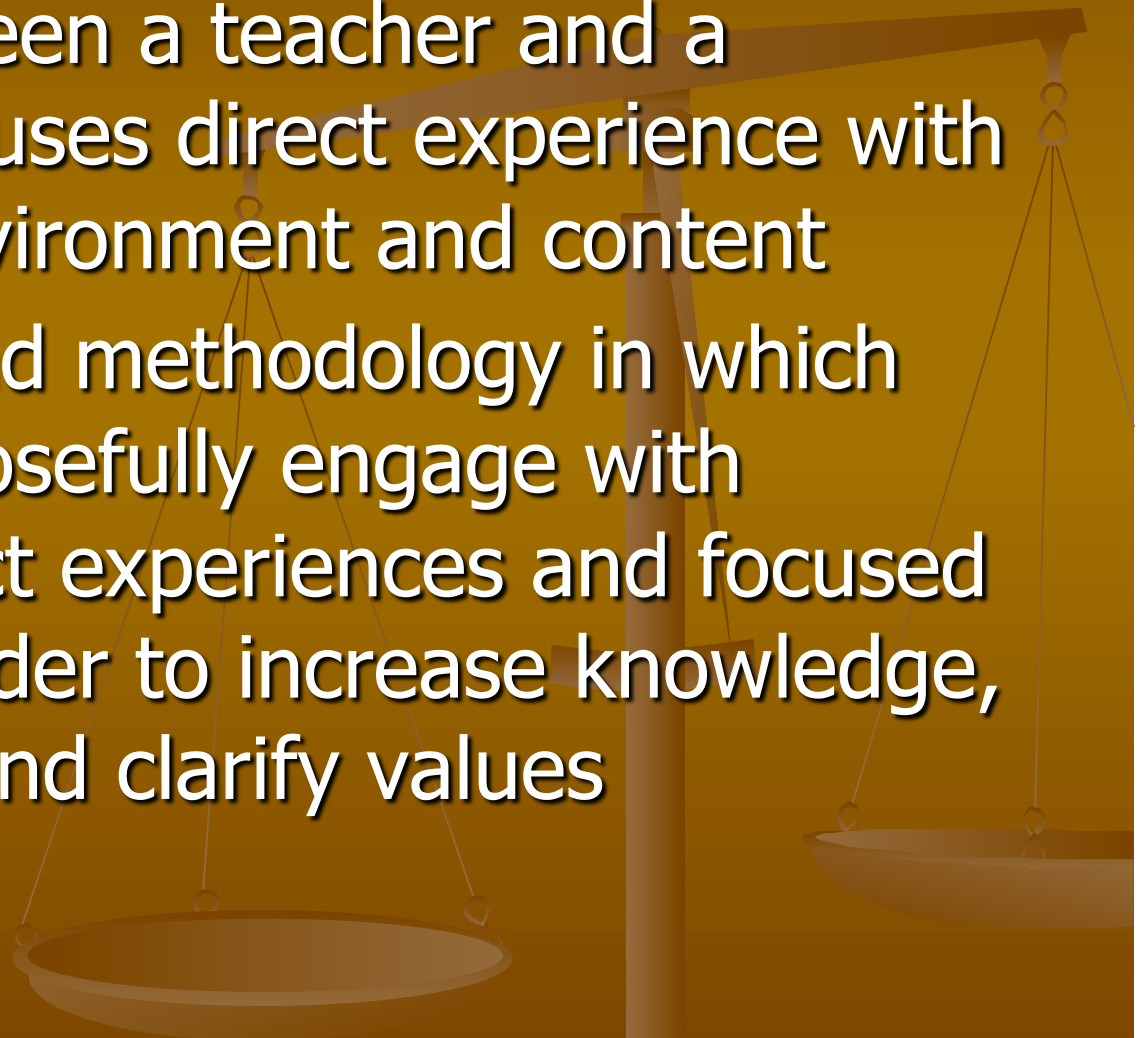
What is Facilitation?

- Simplification: the process of making something easy or easier
- Ease of Neural Transmissions: a decrease in the resistance to a nerve impulse in a neural pathway brought about by prior or repeated stimulation



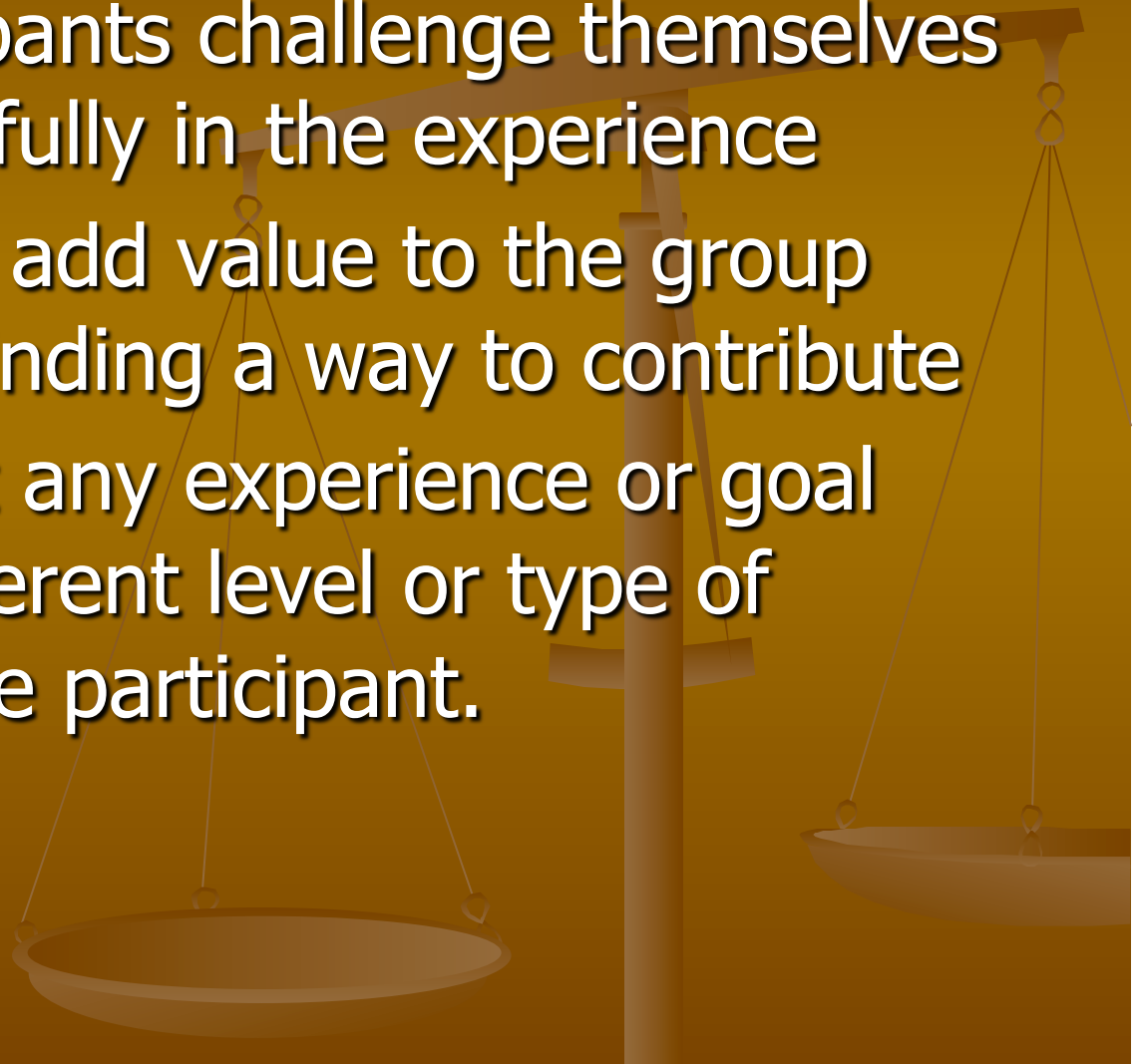
What is Experiential Education

- A process between a teacher and a student that infuses direct experience with the learning environment and content
- A philosophy and methodology in which educators purposefully engage with learners in direct experiences and focused reflections in order to increase knowledge, develop skills, and clarify values



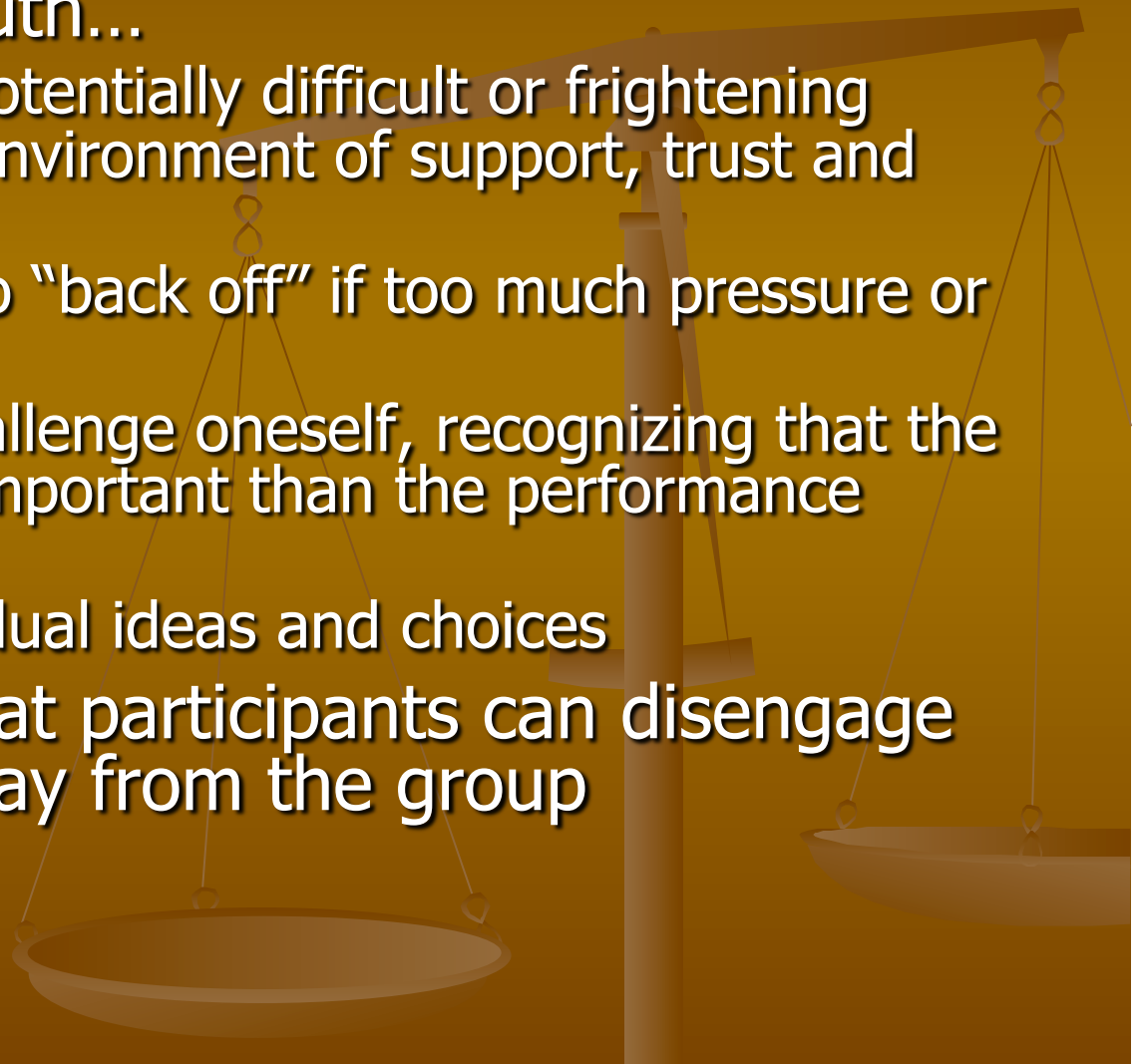
Challenge By Choice

- Ask that participants challenge themselves and participate fully in the experience
- All are asked to add value to the group experience by finding a way to contribute
- Recognizes that any experience or goal may pose a different level or type of challenge for the participant.



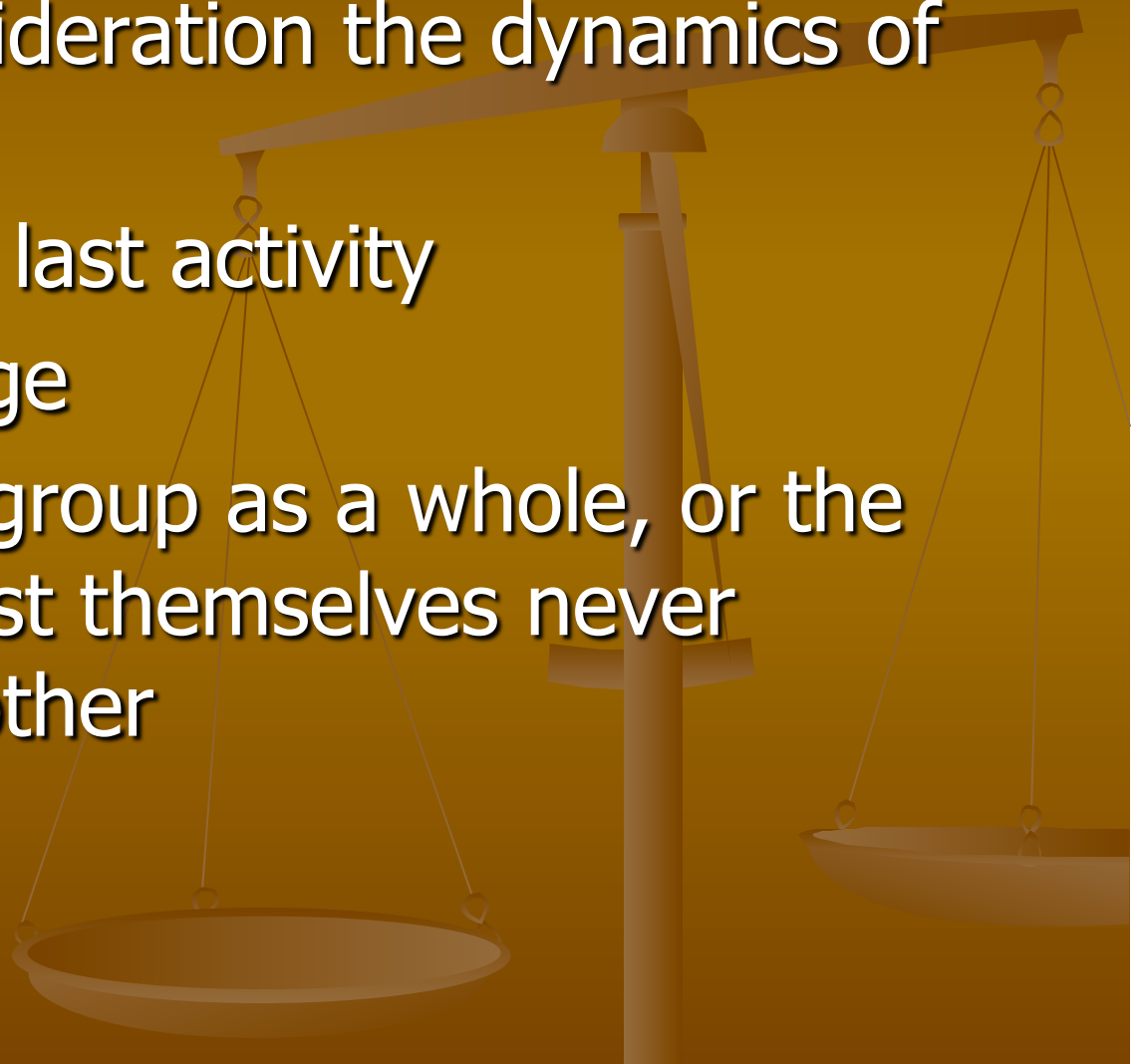
Challenge by Choice Cont.

- CBC offers the youth...
 - Chance to meet potentially difficult or frightening challenges in an environment of support, trust and caring
 - The opportunity to “back off” if too much pressure or self doubt
 - Expectation to challenge oneself, recognizing that the attempt is more important than the performance results
 - Respect for individual ideas and choices
- Does not mean that participants can disengage or simply walk away from the group



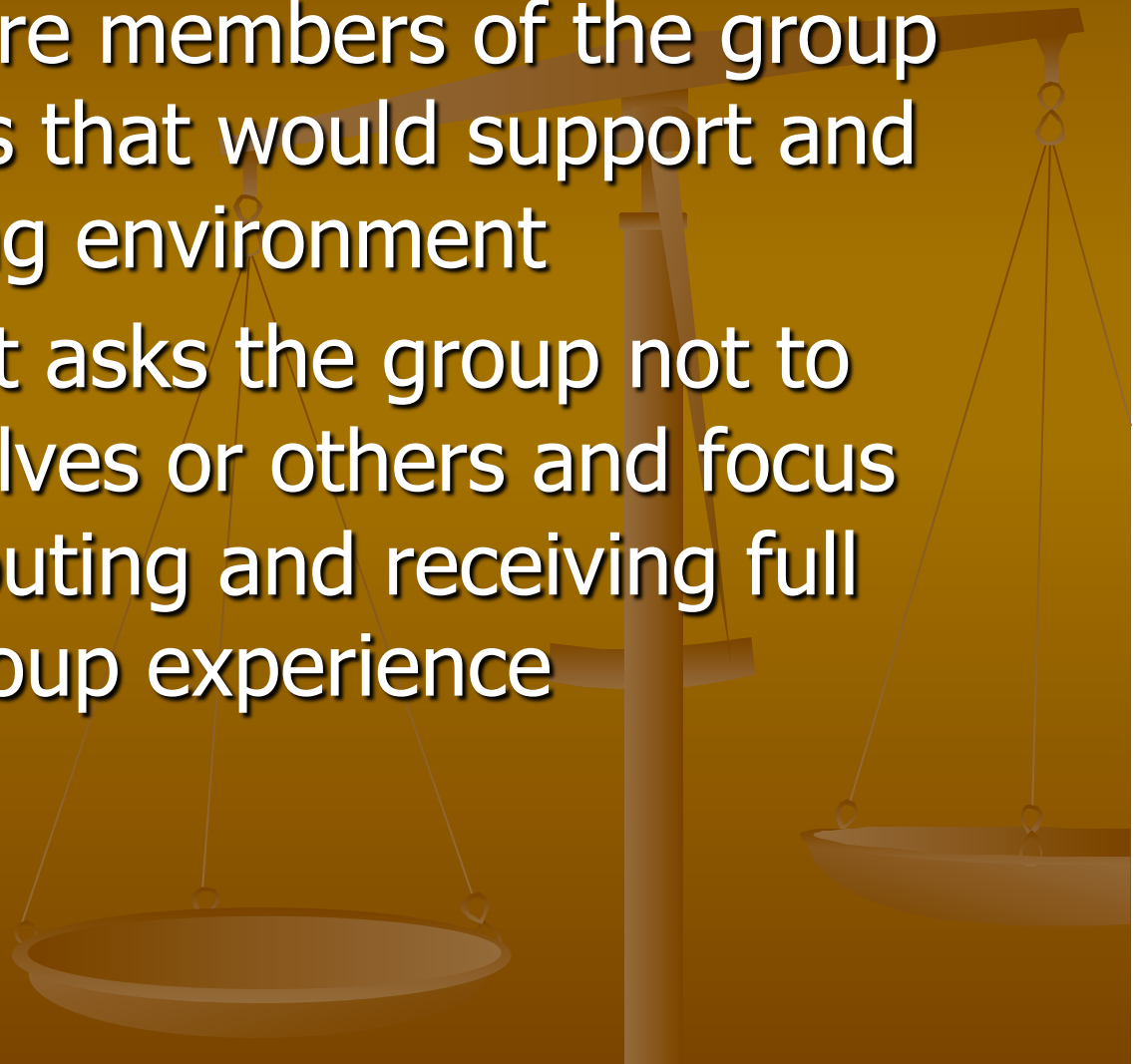
Sequencing

- Takes into consideration the dynamics of the group
- Builds upon the last activity
- Allows for change
- Challenges the group as a whole, or the individual against themselves never against one another



Full Value Contract

- Agreement where members of the group identify qualities that would support and effective learning environment
- At the very least asks the group not to devalue themselves or others and focus more on contributing and receiving full value from a group experience



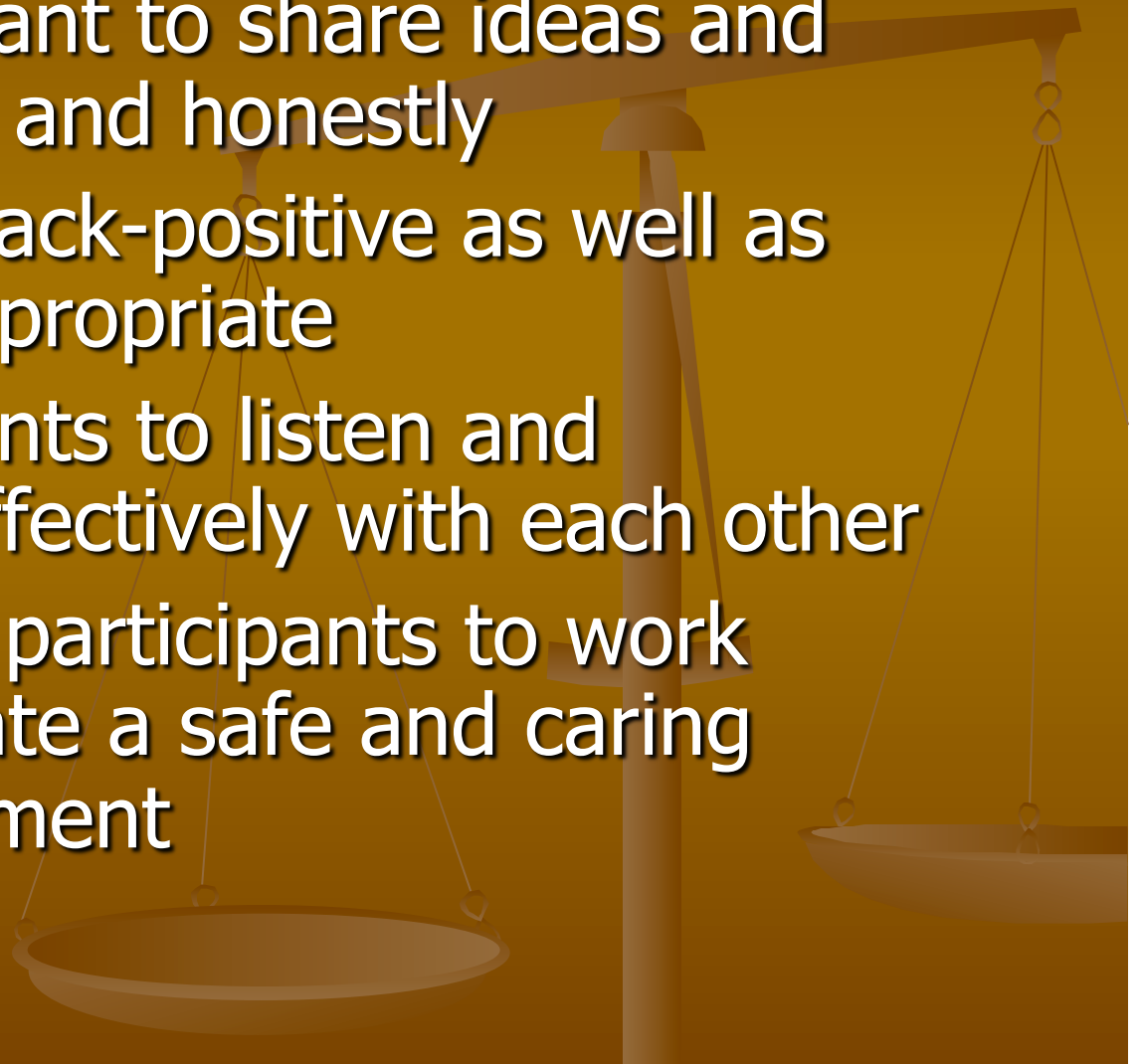
Full Value Contract

- Be Here
- Be Safe
- Commit to goals
- Be honest
- Let go and move on
- Care for self and others



The Full Value Contract Supports the Group By...

- Inviting participant to share ideas and opinions openly and honestly
- Promotes feedback-positive as well as critical-when appropriate
- Asking participants to listen and communicate effectively with each other
- Encouraging all participants to work together to create a safe and caring leaning environment



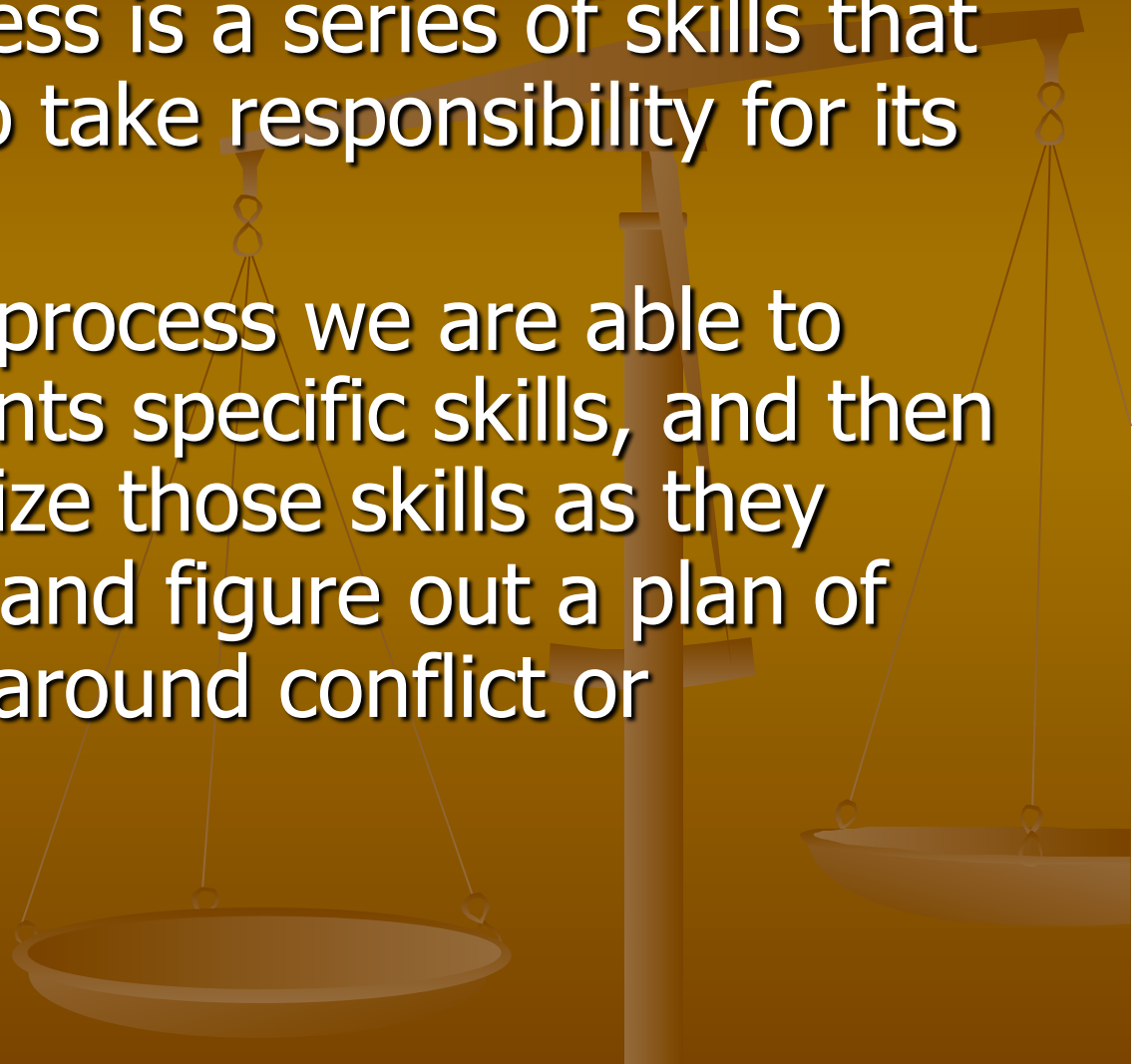
So.....

- Lets Create a Full-Value Contract!



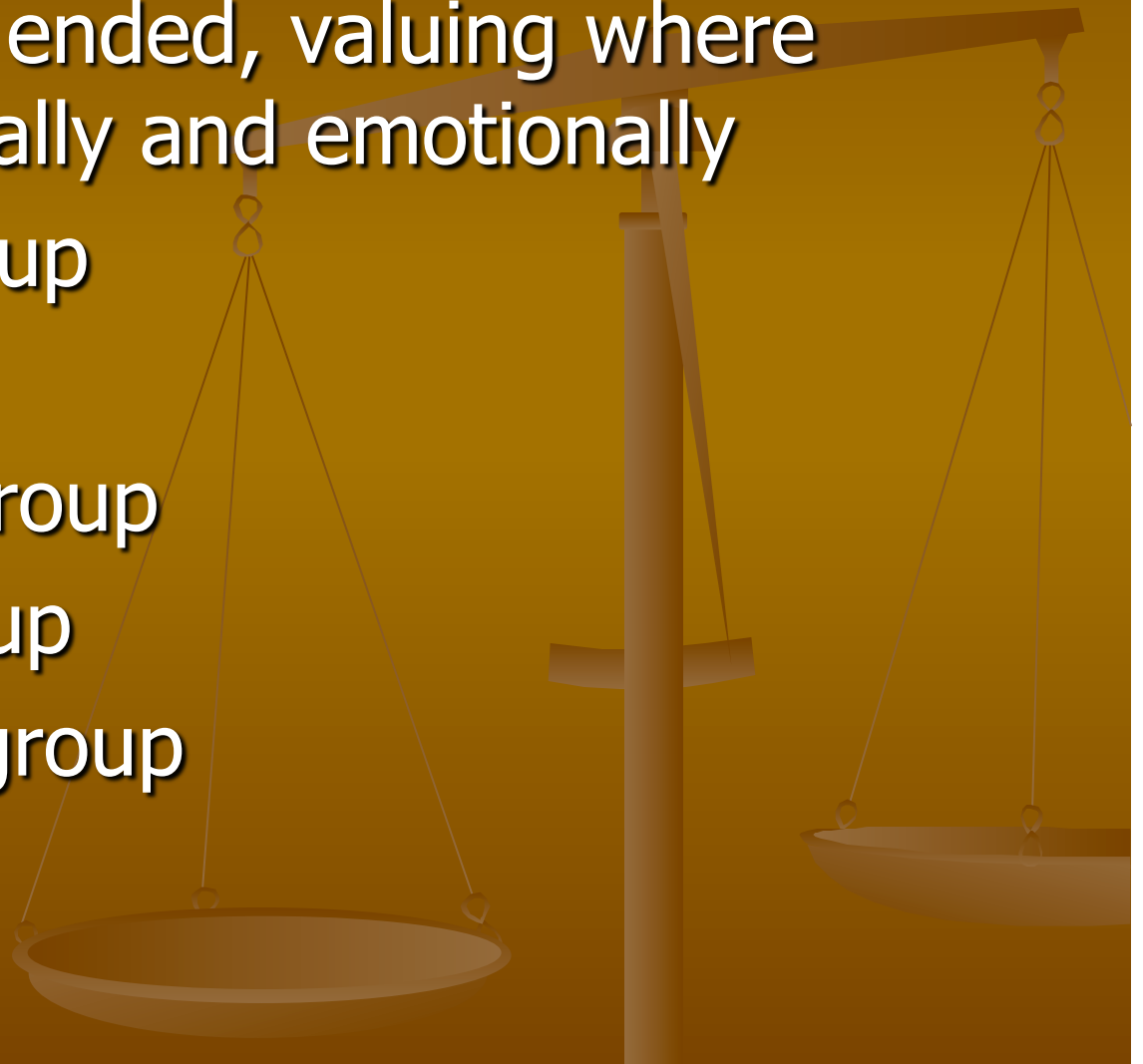
Group Process

- The group process is a series of skills that allow a group to take responsibility for its behavior
- By using group process we are able to teach our students specific skills, and then ask them to utilize those skills as they make decisions and figure out a plan of action whether around conflict or achievement



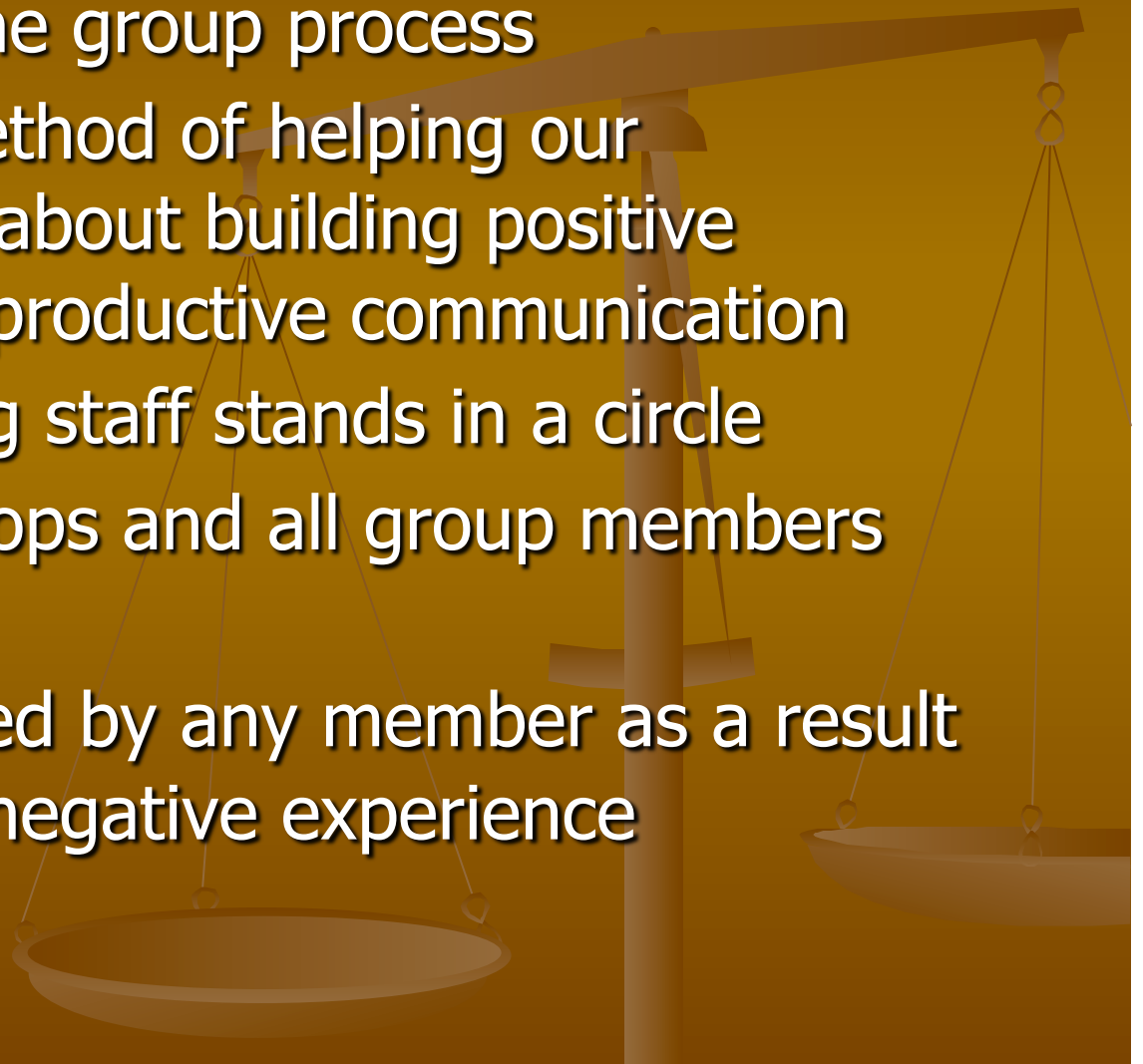
Types of Groups

- Check in –open ended, valuing where student is mentally and emotionally
- Information group
- Feelings group
- Confrontation group
- Celebration group
- Consequences group



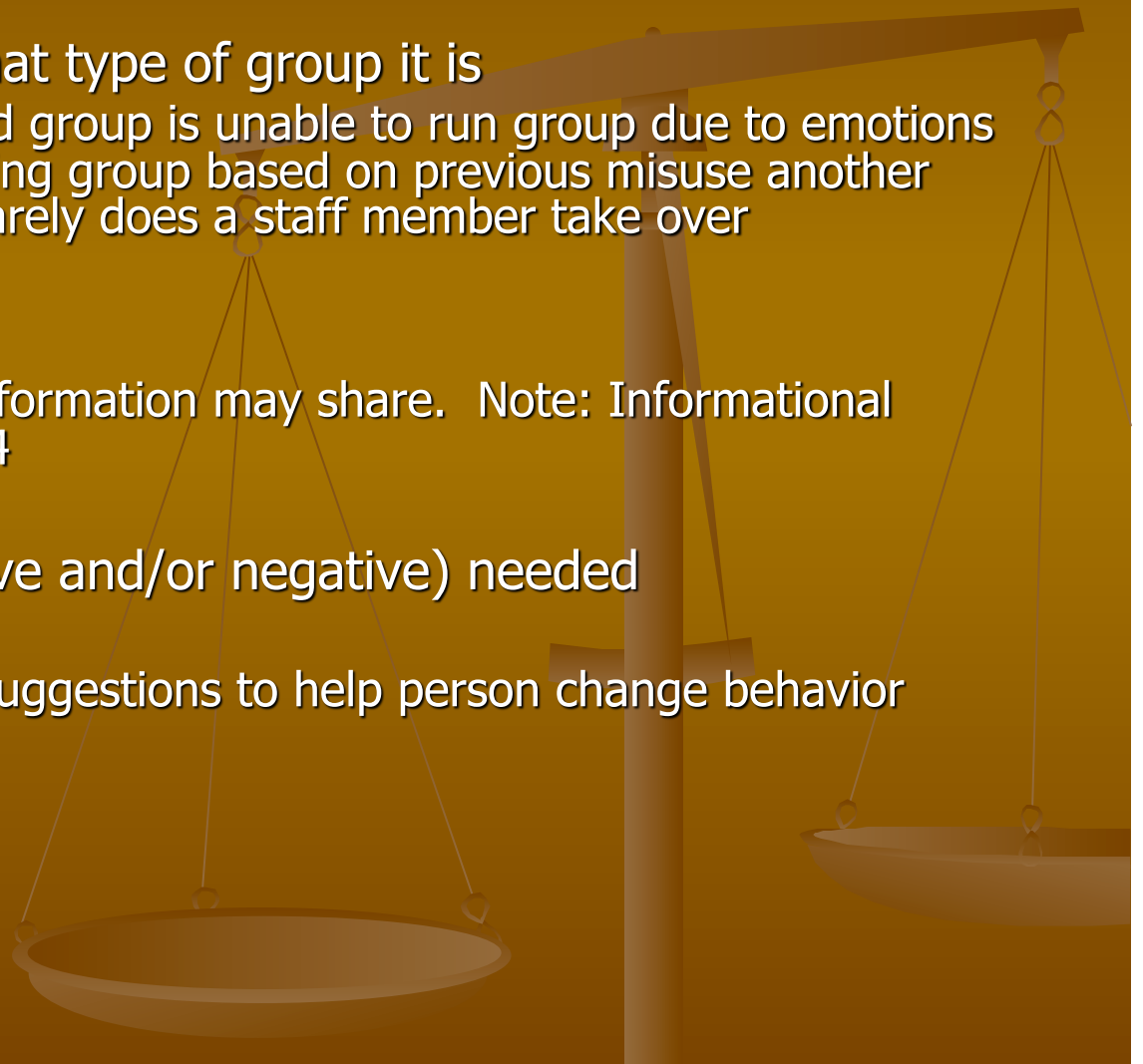
Calling Group

- The first step in the group process
- Is a structured method of helping our participants learn about building positive relationships and productive communication
- Everyone including staff stands in a circle
- Everything else stops and all group members focus in the issue
- Group can be called by any member as a result of a positive or a negative experience



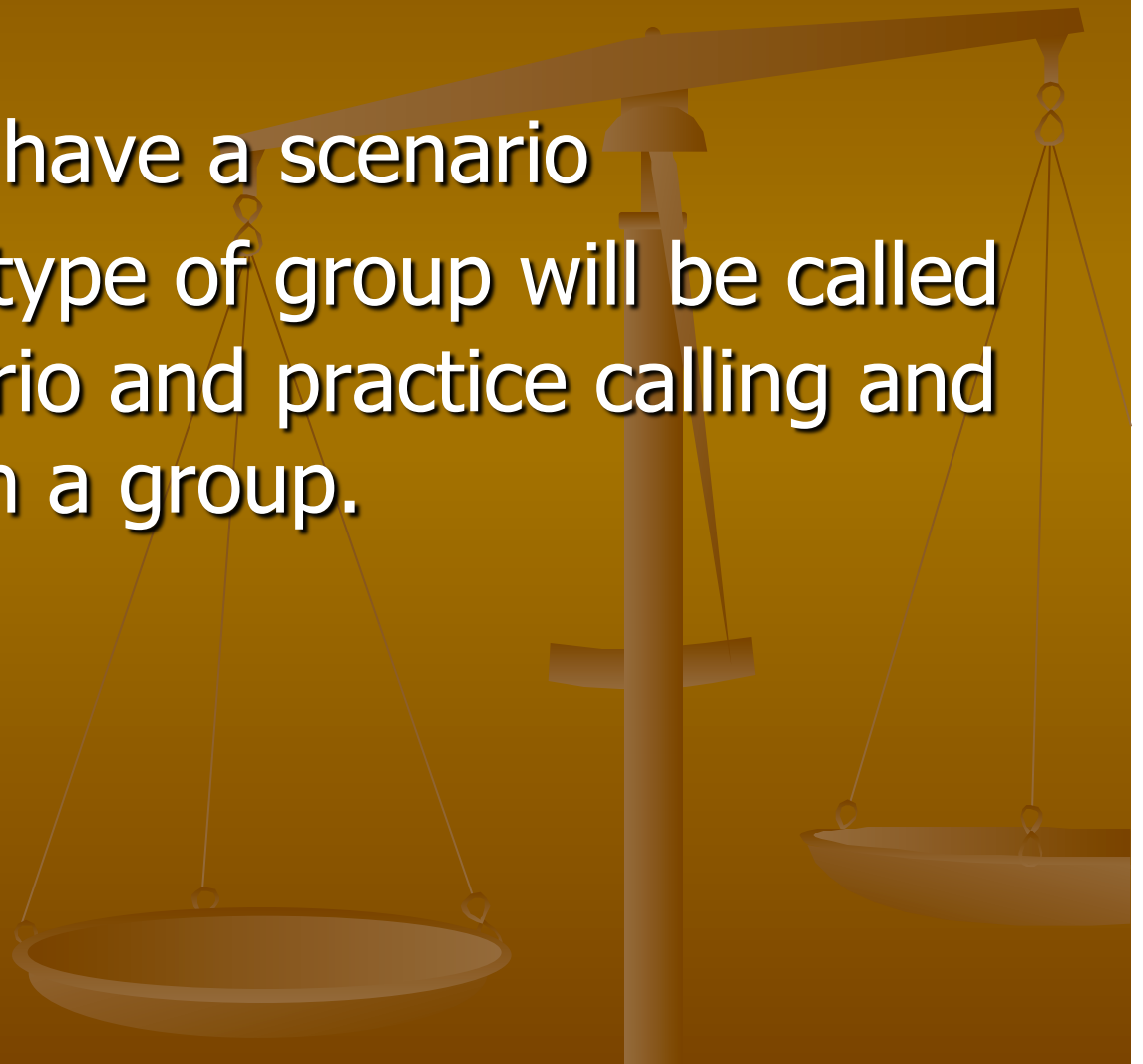
Basic Format of Calling Group

- Circle up
- Who called group and what type of group it is
 - If the person who called group is unable to run group due to emotions or is restricted from calling group based on previous misuse another member can step in. Rarely does a staff member take over
- Establish a leader
- Information Gathering
 - Everyone with factual information may share. Note: Informational groups will end at step 4
- Feedback-Confrontation
- Are consequences (positive and/or negative) needed
 - Vote no – go to step 9
 - Vote yes – Need three suggestions to help person change behavior



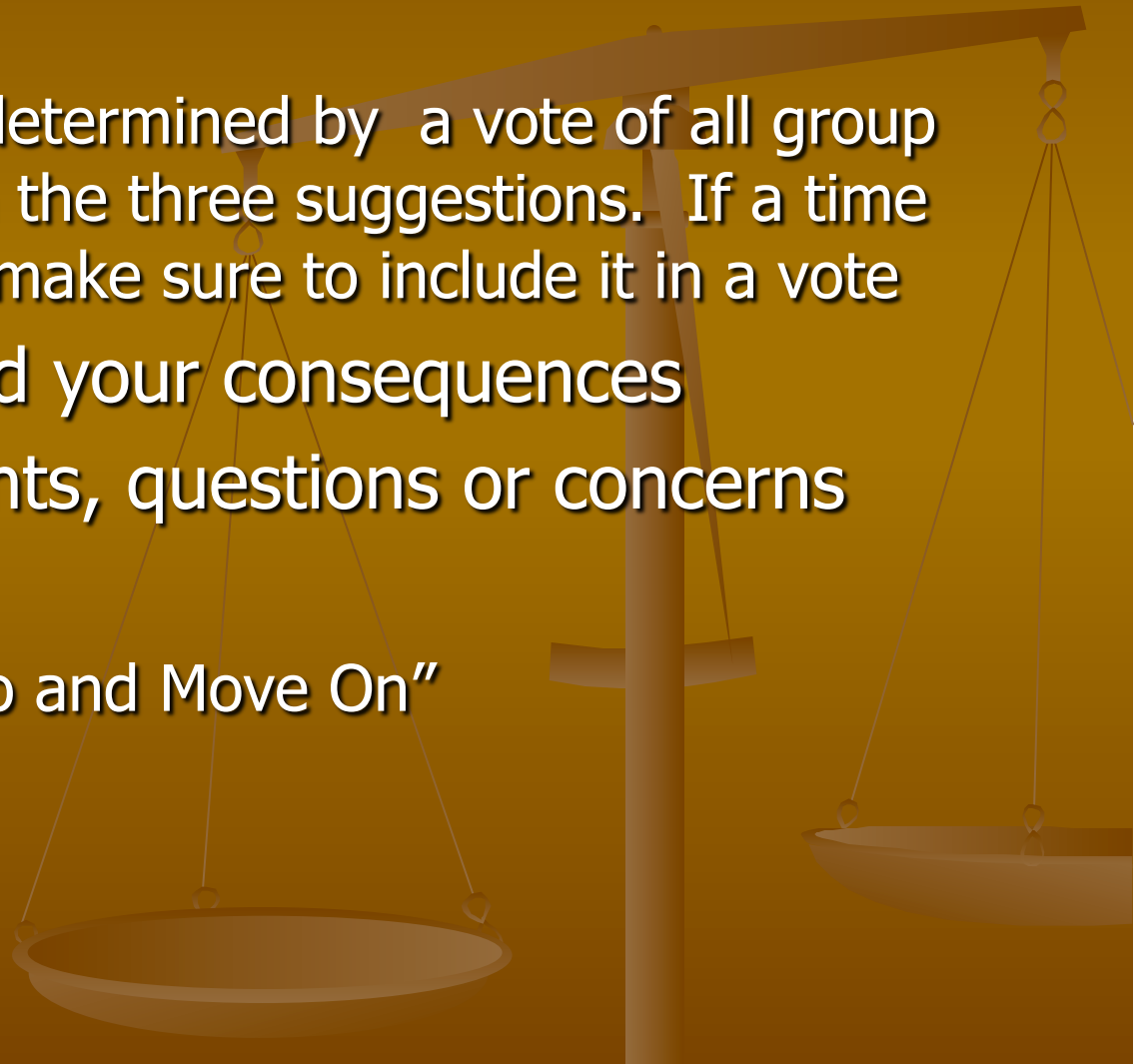
Practice, Practice, Practice

- Get into groups
- Each group will have a scenario
- Work out what type of group will be called based on scenario and practice calling and working through a group.



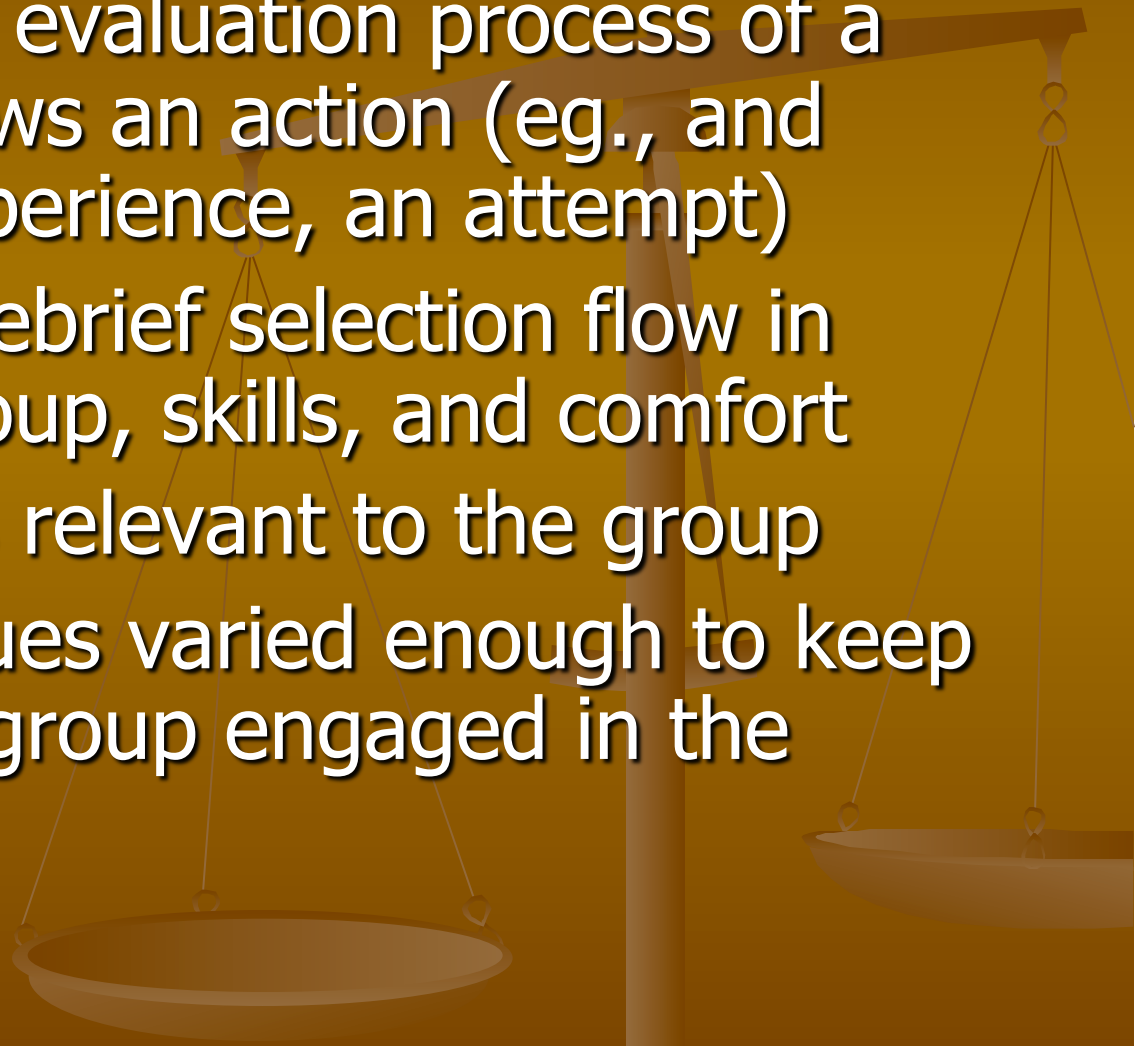
Basic Format of Calling Group Continue

- Vote
 - Consequences is determined by a vote of all group member based on the three suggestions. If a time frame is included make sure to include it in a vote
- Do you understand your consequences
- Any more comments, questions or concerns
- Peace out
 - Remember "Let go and Move On"



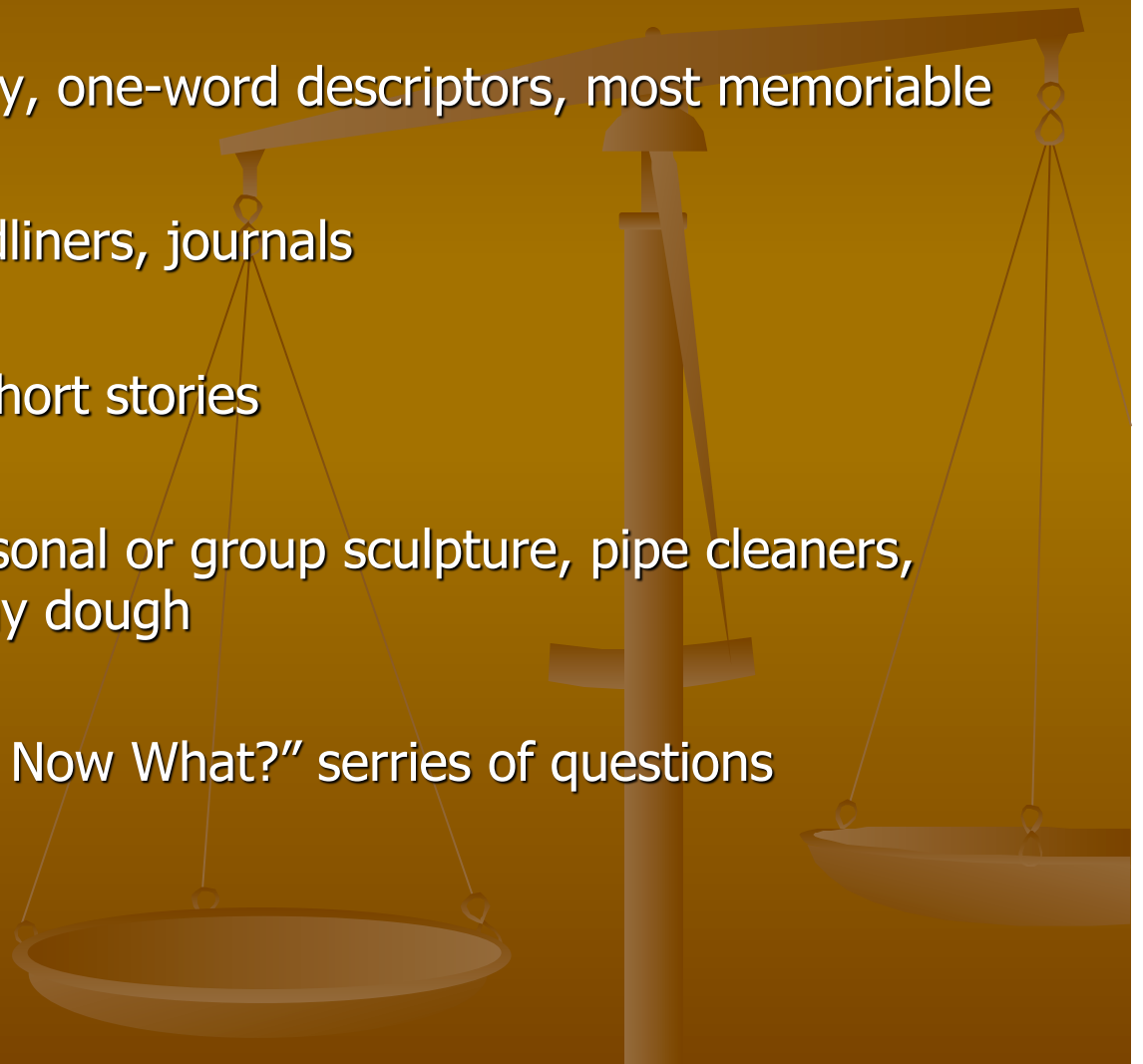
Debriefing

- “The structured evaluation process of a group that follows an action (eg., and activity, and experience, an attempt)
- How does my debrief selection flow in terms of the group, skills, and comfort
- Are my debriefs relevant to the group
- Are my techniques varied enough to keep myself and my group engaged in the process?

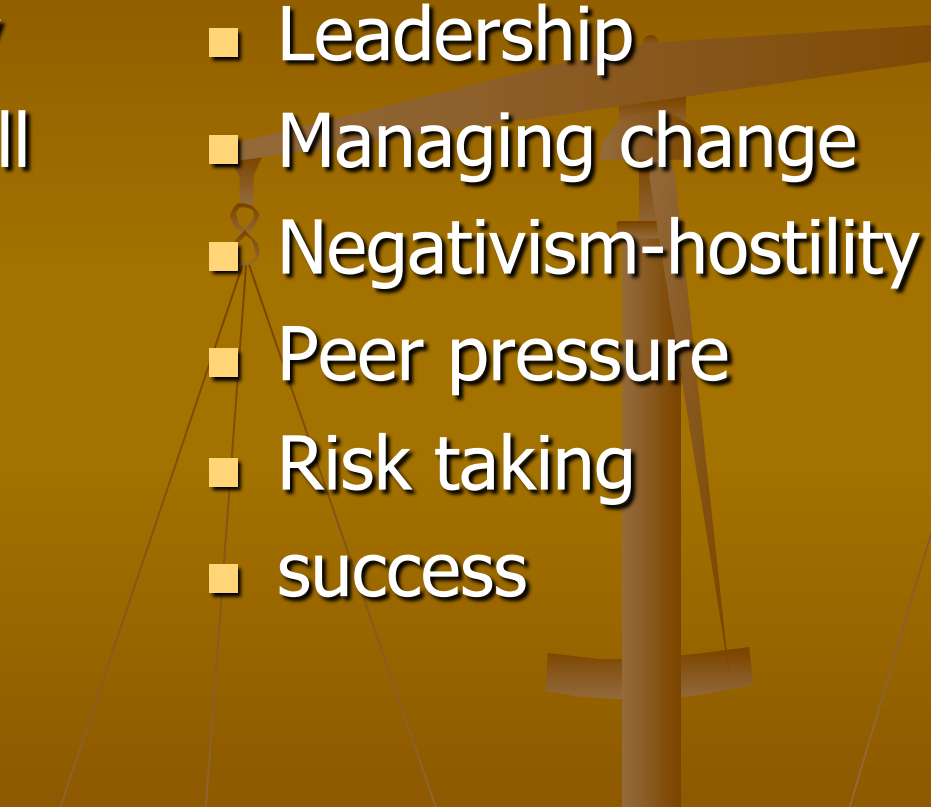


Debriefing Techniques

- Discussion/speaking
 - Check in, share a story, one-word descriptors, most memorable
- Writing
 - Bumper stickers, headlines, journals
- Reading
 - Readings, proverbs, short stories
- Symbols
 - Collage, drawing, personal or group sculpture, pipe cleaners, facial expressions, play dough
- Scripted Techniques
 - The “what? So What? Now What?” series of questions
 - The “simple six”



Debriefing Topics

- 
- Adhering to safety
 - Commitment to full value contract
 - Communication
 - Competition
 - Improvement
 - Goal achievement
 - Honesty
 - Leadership
 - Managing change
 - Negativism-hostility
 - Peer pressure
 - Risk taking
 - success

Some Fun

- Ten
- Did you hear what happened to Mrs. O'Grady?
 - Did you hear what happened to Mrs. O'Grady?
 - No, what happened?
 - She died
 - How did she die?

